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ABSTRACT

An Individualized Instructional Systems Program is a program that enables students to: (1) have available in writing the behavioral objectives they try to attain; (2) progress at their own individual rate while completing the required tasks, activities, and objectives of the course; (3) spend as much time as needed to complete the objectives of the course; (4) pursue their objectives individually, with small groups and with the teacher; and (5) use a variety of instructional media, procedures, and instructional units to meet their individual needs. The staff required for this program includes noncertified personnel (instructional secretary) and certified personnel (staff-teachers, senior teachers, and the team leader). The responsibilities of each staff member are discussed. The use of this staffing approach in an individualized instructional systems program in the Business, Office, and Economic Education Department at the University of Minnesota at Duluth is described. (SPG)

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STAFFING AN INDIVIDUALIZED INSTRUCTIONAL SYSTEMS PROGRAM AT THE POST SECONDARY LEVEL

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The staffing of an Individualized Instructional Systems Program is the single most important consideration in setting up a structure for providing individualized instruction. The Individual Instructional System cannot operate in and of itself. It can only function through the efforts of a staff that is totally aware of the procedures involved in the operation of the system and is dedicated to its success.

DESCRIPTION OF THE INDIVIDUALIZED INSTRUCTIONAL SYSTEMS PROGRAM

An Individualized Instructional Systems Program enables students to:

1. Have available in writing the behavioral objectives which they are trying to attain.

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2. Progress at their own individual rates while completing the required tasks, activities, and objectives of the course.

3. Spend as much time as needed to complete the objectives of a course rather than being allowed only a fixed amount of time to complete the objectives.

4. Pursue their objectives individually, with small groups, and with the teacher.

5. Use a variety of instructional media, procedures, and instructional units to meet their individual needs.

MEANINGFUL INSTRUCTION FOR STUDENTS

The process of learning for post-secondary students should be based on diagnosis (pre-testing and pre-counseling), prescription (setting behavioral objectives and selecting a program of study), treatment (the learning process), and evaluation (achieveing objectives and post-testing). The individualized instructional systems approach encompasses all of the above components.

STAFFING IN THE INDIVIDUALIZED INSTRUCTIONAL SYSTEMS APPROACH

In order that the goals of the individualized instructional system can be accomplished, programs

using this method of instruction should be staffed in a unique way. The staff is comprised of non-certified and certified personnel all working together to improve instruction for students in the program.

Non-certified Personnel

An instructional secretary is employed in the individualized area for activities which involve non-teaching responsibilities. The duties of this instructional secretary are essentially clerical. The duties could include:

Files instructional material

Types letters, masters, stencils, memos, and reports

Takes dictation

Keeps instructional materials organized

Keeps equipment and materials in order

Maintains the bulletin boards

Duplicates audio tapes

Generally keeps the physical area in order

Certified Personnel

Certified personnel in the program are the staff-teachers, senior teachers, and the team leader. They are engaged either part time or full time in instructing students, developing instructional materials, and completing

administrative activities. The proportion of time spent in each of these three areas varies and is unique to each particular program.

Staff Teacher

The staff teacher has a full teaching load for a school term and is aided by the instructional secretary. The responsibility of this staff teacher includes:

Determines and reports grade marks

Orients and assists students in operating equipment

Orients new students to the course of study

Distributes instructional materials

Gives timed writings and dictation

Maintains student rapport

Provides senior teacher and team leader with suggestions for improving instructional materials

Senior Teacher

The senior teacher has approximately 3/5 teaching load and also is assisted by the instructional secretary. The senior teacher should be employed for at least eleven months.

The senior teacher will be involved in evaluation of instructional materials, revising media and determining procedures used in the

individualized area. In addition to the duties of the staff teacher, this teacher:

Develops evaluation instruments

Is responsible for safe guarding instructional materials

Works with the team leader when curriculum changes are considered

Provides students with copies of supplementary materials

Supervises instructional secretary's responsibilities

Originates requisitions for supplies

Maintains equipment records

Team Leader

The team leader teaches approximately 2/5 of the time. This teacher has curriculum expertise and can translate research theory into classroom activities. This teacher is employed for twelve months. The team leader should have a doctorate or equivalent. In addition to working with the staff and senior teacher, the team leader:

Evaluates pertinent research and selects appropriate ideas, practices, and principles to be implemented in designing the instructional procedures and media.

Diagnoses learning problems and specializes in the relating of new teaching strategies to the needs of the learner.

Coordinates all activites of the individualized program.

Keeps student files for total program--both active and inactive.

Maintains consistency of requirements and standards for all students.

STAFFING THE INDIVIDUALIZED PROGRAM IN BOEE AT UMD

The successful operation of this staffing approach described above is illustrated in part in the Business, Office, and Economic Education Department at the University of Minnesota, Duluth. Here students complete courses in shorthand, typewriting, office machines, calculating machines, data processing, records management, and word processing utilizing an individualized instructional systems approach.

The non-certified personnel used in this program area are called tutors. They are students who are presently enrolled in the University, and they earn lower division credit for this experience through the Students' College Program of the University College. The tutor helps new students to become accustomed to the individualized area.

They file instructional materials, check equipment, duplicate tapes, and type and duplicate materials.

The role of the staff teacher is carried out in part by BOEE teaching majors who are encouraged to sign up for directed instruction through the Students' College late in the junior or early in the senior year. These students are given more responsibility for handling the individualized area including the evaluation of student-learners' work and recommending final grades to the supervising faculty member who works closely with them. This future teacher is responsible for many of the duties of the staff teacher while under the supervision of the senior teacher. It is felt that the experience provides an excellent preparation for the prospective teacher's student teaching assignments.

The team leader coordinates all activities of the individualized area including consistency of requirements and standards for all students enrolled and keeping of student files. The other duties of the team leader are shared with the department faculty who teaches in the individualized program.

SUMMARY

An individualized instructional system can only function through the work of a dedicated staff that is aware of the procedures involved in the operation of the system.

Ideally, in an individualized program, the staff should be comprised of non-certified personnel and certified personnel. These include the instructional secretary, staff teacher, senior teacher and team leader.

The Business, Office, and Economic Education Department at the University of Minnesota, Duluth utilizes the individualized instructional systems approach in teaching a variety of courses. It is believed that the unique structure of the staff enhances the capabilities of this method of teaching.

Truly it can be said that the staff is dedicated to the success of the instructional program and is totally involved in the operation of the system.